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1922/23

Durham City Schools  
Report, 1922/23  
with summary 1914/23



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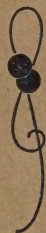
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1922/23



*Report*  
OF THE  
*Superintendent*

DURHAM CITY SCHOOLS, 1922, 23  
(Summary 1914-1923)

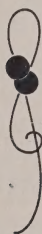


DURHAM, N. C.  
JULY 1923





*Report*  
OF THE  
*Superintendent*  
DURHAM CITY SCHOOLS  
1914-1923



DURHAM, N. C.  
JULY 1923

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## Report of the Superintendent

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*The Chairman of the Board of Education of the City of Durham—Sir:*

I have the honor to submit herewith my annual report of the Durham City Schools for the year 1922-1923, which is partly in the form of a summary of the work done in the schools during the nine years of my administration. Since full reports of the work of the schools have been made from time to time through the press of the city this report summarizes rather than describes. More detailed reports on some features of the work will be found on pages 11 to 35. The financial reports and all statistical tables will be found in the appendix.

EDWIN D. PUSEY,  
*Superintendent.*

### THE DURHAM CITY SCHOOLS IN 1914 AND 1923

The Durham Schools were organized as a ten grade system with four years of high school work based on an elementary school of six years. During the year 1914-1915 a seventh grade was formed by grouping the brighter pupils of the sixth grade with the slower pupils of the first year high school class. The additional grade was added without in any way affecting the time required for graduation of any pupils who had already been admitted to the high school. The first class to graduate from the eleven grade system was the class of 1920. That class having been formed from the slower sections of the sixth grade of 1914 was small. Many of those who graduated in this class entered the class after it was admitted to the high school. Another grade is now being added so that after three more years the school will have twelve grades. A flexible scheme of promotion, however, has been provided so that those who are able may get through the schools in ten or eleven years.

The basis of promotion in 1914 was the satisfactory com-



pletion of all the work of a grade. A failure in any one subject meant that the entire work of the grade had to be repeated the following year unless the pupil made good his deficiency during the summer vacation. The basis of promotion in the elementary schools now is the teacher's opinion of the pupil's ability to do the work of the next higher section. The teacher's opinion is checked by the results of achievement tests. In the high school pupils are promoted by subject.

The growth of the schools has been rapid in the upper grades, but steady throughout and not spectacular. In September 1914 the enrollment in the day schools, there were no night schools, was 3,015. In June 1923 the enrollment was 5,474 in the day schools and 797 in the night schools. Since June 1915 the increase in enrollment in the first six grades of the white schools has been 27.2 per cent; the increase in the first six grades of the colored schools 40.8 per cent. The increase in enrollment in the grades above the sixth in the white schools has been 164.7 per cent, in the colored schools 160.5 per cent. The increase in the total enrollment has been 52.3 per cent in the white schools and 51.6 per cent in the colored schools.

In 1914 there were 102 teachers and principals, including one primary supervisor, one teacher of music, two teachers of art, and one supervisor of writing. In 1923 there were 166 teachers and principals, including one supervisor of elementary education, one psychologist and director of educational research, one visiting teacher, one girls' advisor, six teachers of music, six of art, and nine of health education. There are also two nurses, one part time dentist and one part time physician. Health work was commenced during the year 1914-1915, a description of the plan of organization and work of this department will be found on pages 19-21 of this report.

In September 1914 the value of all school property including buildings, grounds and equipment of all kinds was \$294,267.82, the value at the close of the year 1923 is \$1,385,928.46. In 1914 there were eight school buildings, five of brick with frame interior, and three frame throughout, none fireproof; today there are nine school buildings, four brick with reinforced con-



crete and hollow tile interior, three brick with frame interior, and two frame throughout. Four of the buildings are fireproof. The schools also own one teachers' home, one janitor's home, and one four room frame temporary building. In 1914-1915 the total expenditures for operating purposes were \$73,297.30, of which 82 per cent went for instructional service. During the past year the operating expenses have been \$291,188.23, of which 84.67 per cent was spent for teachers' salaries and supplies used in teaching. During the year 1914-1915 the budget system was adopted, the budget for each year has been adhered to strictly, and the expenditures for operation have been kept within the budget appropriations. Prior to 1914 and for many years thereafter the superintendent assisted by a secretary or clerk attended to all the details of the business management of the schools, did all the bookkeeping and looked after all school property, the Board now provides a business manager, a bookkeeper, and a superintendent of buildings and grounds. In 1920 the head of the manual arts department was placed in charge of all summer repair work on buildings. Before this the work had been let to contractors on a cost plus basis. A great saving has been effected by this change, the work is done by the janitors, who thus secure regular employment during the greater part of the summer. Janitors who do this work become more efficient in keeping up minor repairs during the school term.

Parent teacher associations have been formed in all the elementary school districts of the city, and all are functioning well. The present method of selecting school officials is such that the people have very little to say as to who shall direct their schools or how they shall be directed. These associations present a means of remedying this defect. With the approval of the Board I have been permitted to present to the associations problems of administration or plans of organization affecting the schools they represented. After very free discussion the associations have been asked to vote on the propositions submitted to them. In every case the vote as taken has been accepted as binding upon the administrative officers of the school.

The high school also has an association; so far, however, it has been difficult to get members of the elementary school associations to take much interest in the high school association. All of these associations have been very helpful to the superintendent in solving the larger problems of school administration as they affect the community, they have been of still greater help to the principals and teachers of the different schools in bringing about a more intimate relationship between the teacher and the family of the pupil.

Four years ago the city schools joined with the county schools in employing an attendance officer. As the attendance officer was also the county welfare officer he was unable to give necessary attention to cases of temporary absence. Two years later the city schools employed a full time officer, who in addition to the attendance work has taken the school census. The man appointed to this position had served on the police force of the city for many years, and had reached the grade of sergeant. He knew all the sections of the city, and was well equipped for attendance and census work. With his assistance attendance has been rapidly improving. In 1914-1915 the average daily attendance was 76 per cent of the gross enrollment, in 1921-1922 it was 86 per cent. Because of the epidemic of measles it decreased nearly four per cent this year.

During the year 1913-1914 cold lunches were served in the high school building, in 1914-1915 the school began serving hot lunches. Now there are well equipped lunch departments in all the white schools except one, in this school the parent teachers association decided that the pupils should go home for their mid-day meal. In the elementary schools it is possible to get a well cooked hot lunch for from ten to twenty cents. The high school maintains an excellent cafeteria where soup, meats, vegetables, salads, fruit and deserts are served at less than half the cost in the commercial cafeterias of the city. The school cafeterias and lunch rooms served daily more than two thousand persons during the past year. All of this is done without any expense to the Board of Education beyond the initial cost of the equipment. All replacement costs of equipment are



borne by the lunch rooms. The management of the lunch room or cafeteria is in the hands of the principal of the school.

In 1919 a school savings bank system was inaugurated. The teachers act as receiving tellers, the pupils make out their own deposit slips and receive credit in pass books issued by the banks supporting the system. Banking day comes once a week, about fifteen minutes in the morning being allowed for making and receiving deposits. The money received together with the deposit slips is sent to the bank indicated on the slips. Emphasis is laid upon regularity of saving, not upon the amount saved. Over three thousand pupils now have savings bank accounts. In two schools the number of depositors has reached one hundred per cent of the enrollment, in two other schools the percentage is over ninety.

In 1922 the white elementary schools were organized upon the work-study-play or platoon plan. A report of the working of the schools under this plan will be found on pages 11 to 16.

Since 1914 teachers' qualifications have been raised twice, and a single salary schedule has been adopted. The schedule has been in force long enough to prove that the Board can live up to the terms of the schedule in all of its financial requirements. This year there was an actual decrease in the salary appropriation for the coming year.

Through the night schools the opportunity of attending school free of charge has been extended to all the people of the city irrespective of age. A class in any course will be organized for which there are as many as twenty applicants. Part time courses have also been organized so that pupils who have to work may attend school for one or more hours each day as their work permits, or on alternate days or on alternate weeks. The commercial department in the high school has been so developed that graduates of the school may return for an additional year's work. Ten such students completed the commercial postgraduate course this year, and were given certificates of such postgraduation. A fine arts department has been added to the school, and the industrial arts course for boys and the home economics course for girls have been strengthened and the de-

partments materially enlarged. A plan has also been worked out so that the school may give credit for Bible study done in the church or Sunday schools of the city.

Last year the National Committee on Visiting Teachers, after an inspection of the school system of the city, selected Durham as one of the three cities in the South in which the Committee would place a visiting teacher. An agreement was made with the Committee for a term of three years; during this period the Committee pays two-thirds of the visiting teachers' salary and supervises her work. The teacher sent here has made a splendid impression on the teachers, on the pupils and on the people of the city. She has rendered valuable service in bringing the schools into closer touch with the people, in dealing with cases of school children before the Juvenile Court, and in preventing minor delinquency.

Through the head of the department of manual arts, the girls' advisor, the teacher of the coöperative group for boys and the visiting teacher a close touch is kept on those boys and girls who have to work part time in order that they may attend school. Employers are asked to notify the school when they need help. Pupils are recommended to positions only where the moral conditions are good, and for work for which they seem to be fitted. A census of the high school taken three years ago showed that more than sixty per cent of the pupils worked for pay some time during the school week or during the summer vacation.

During the past year the Rotary Club established a loan fund for boys in the high school. The fund is in the hands of a permanent commission created by the Club. On the recommendation of the superintendent money may be loaned to any deserving and worthy boy to enable him to secure a high school education. It is intended to lend only to those boys who try to help themselves, and then only in amounts which added to their earnings will meet their expenses. The Business and Professional Women's Club and the Woman's Club are planning to establish similar funds or scholarships for girls next year.

The colored schools, handicapped because of inadequate



buildings until the past year and because of the difficulty in securing well trained teachers, have made very good progress. The high school department had an average daily attendance in 1914-1915 of 40, the past year the average daily attendance has been 140 with twenty-one to graduate. Three high school courses are now offered, the foreign language, the industrial arts and the commercial. The State Department of Public Instruction recognized this school this year as a standard high school and placed it on the State accredited list. Prior to this year there have been no standard negro public high schools in North Carolina. I understand there were three accepted this year, Durham's negro high school being the first of the three. The principal and teachers of this school deserve great credit for the work they have done and for the recognition the school has received. Very fine community work has been done by the principal and teachers of the East End School; the people of this district pride themselves upon the neat and well kept homes in their section and upon the fact that no policeman is needed in their end of the city. The West End Mothers' Club has begun some excellent community work in the West End School district. A community organization is now at work trying to raise money with which to buy additional playgrounds so that the children of this section may be kept off the streets. This work should meet with the approval and encouragement of the Board.

#### THE TEACHERS

The Durham Schools have an unusually strong and well trained corps of teachers. The qualifications for teachers were raised in 1917 and again in 1918. During the school year of 1918-1919 a single salary schedule was adopted in which the salaries were based on academic and professional training, experience and merit. Teachers with less than two year's academic work beyond high school graduation were given until the close of the school year 1921-1922 to secure sufficient credits to give them the equivalent of normal school graduation. The proximity of Trinity College and of the University of North Caro-

lina made it very easy for the teachers affected by this rule to raise their classification. Before the opening of schools in September, 1922, all the older teachers had secured the required credits.

Of the one hundred and eighteen white teachers, supervisors and principals twenty-three hold the master's degree, and seventy-five the bachelor's, four have done four or more years' work beyond high school graduation without receiving a degree, twenty have done three years' work, and nineteen have done two years beyond high school graduation. Twenty-eight colleges and universities, two junior colleges, and six normal schools have contributed to the training of these teachers. Twenty-nine hold degrees from Trinity College, eighteen from Teachers' College, Columbia University, mostly graduate degrees, seven from the North Carolina College for Women, four each from Salem and Randolph-Macon Woman's Colleges, and three from the University of North Carolina. The other colleges furnish one and two each. The teachers are from sixteen different states; seventy-four per cent have their homes in North Carolina, the remaining twenty-six per cent come from Florida, Georgia, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, New York, Ohio, Pennsylvania, South Carolina, Texas, Vermont, Virginia and Wisconsin.

Since Durham requires of its teachers higher qualifications than most cities of similar size, it is to be expected that the salaries paid will be higher in proportion. The following table shows the median salaries paid teachers for the year 1922-1923 in cities of from ten to thirty thousand population. The first column shows the median for the entire country, the second for the State, and the third for Durham.

MEDIAN SALARIES PAID IN CITIES OF FROM 'TEN TO THIRTY THOUSAND POPULATION FOR THE SCHOOL YEAR 1922-1923

(Figures from N. E. A. Research Bulletin, Vol. I, No. 2. March, 1923.)

	<i>United States</i>	<i>North Carolina</i>	<i>Durham</i>
Senior High School .....	\$1,670.00	\$1,725.00	\$2,000.00
Junior High School .....	1,439.00	1,175.00	1,400.00
Elementary Schools .....	1,277.00	1,185.00	1,300.00
Elementary Principals ....	2,008.00	2,050.00	2,325.00
High School Principal ....	3,051.00	3,050.00	3,400.00



The comparison should be made with cities of the next higher class, those from thirty to one hundred thousand, because Durham is really a part of a city of more than thirty thousand population. For this class the U. S. medians are as follows: Senior High School, \$1,917.; Junior High School, \$1,655.; Elementary Schools, \$1,467.; Elementary Principals, \$2,344.; High School Principal, \$3,806. For the year 1923-1924 the median salary for elementary school teachers in Durham will be about \$1,360.

The teachers have formed an active organization, known as the Durham Teachers Association and as Local No. 1 of the State Teachers Education Association. The members of the executive committee of the association have been acting as a teacher's council.

#### THE WORK-STUDY-PLAY PLAN OF ORGANIZATION

Last year the white elementary schools were reorganized, and the work-study-play plan of organization was introduced. The purposes of this change were three; to get greater use of the school buildings, to absorb the special teachers of music, art and health education into the regular teaching force of each building, and to give the pupils more variety and movement in their daily work.

The elementary school buildings had about reached their maximum capacity under the old plan of organization. In four of the buildings it had been necessary to place classes in the assembly halls, in two pupils had to sit all day in basement rooms that were poorly lighted and ventilated. Because of the large amount of money recently voted for school construction and equipment it was deemed inadvisable to ask for another bond issue, the old buildings would just have to answer for a few years longer. Any plan of organization that would permit of the use of the assembly halls throughout the day without putting in class-room desks instead of assembly hall seats, and that would permit of the use of a basement room without keeping the same group of pupils in the room all day would increase

the capacity of the buildings about twenty per cent, a saving to the city of the equivalent of one school building, or from one hundred and fifty to two hundred thousand dollars at the present cost of ground, construction and equipment.

There was a constantly increasing demand for more instruction in physical training, in art and in music. Each additional teacher for one of these subjects meant under the old plan an addition to the salary budget of from twelve to fifteen hundred dollars without any reduction in the amount required for regular class-room teachers. The schools had reached a point where it was impossible to provide more special instructors in these subjects and at the same time live up to the provisions of the adopted salary schedule. The Chamber of Commerce had also recently asked that the schools add to the work in civics a study of the history and of the resources of Durham and of Durham county. We had a few teachers who could do this work, but they would not reach all the pupils unless the plan of organization was changed so that they could do this and similar work to the exclusion of all other.

A study of the causes why children leave school suggested that if there could be a little more variety in school work, the work would be more interesting and more appealing. A study of the slight indispositions from which young school children sometimes suffer, and which occasionally cause them to lose a part of a day from their work in like manner suggested that some of this suffering and loss of time could be avoided if pupils moved around more and were not required to sit in the same seat so long.

The plan adopted was to provide for a division of twelve classes, six teachers of the more formal subjects, and six other teachers of the so-called special subjects—music, art, physical education, science including geography, civics including auditorium or assembly work, and reading for appreciation. Each teacher has her own class-room, a room specially fitted so far as possible for the subject she teaches. One half of the time divided into two equal periods is spent with the teacher of the formal subjects, the other half of the time is spent with the



teachers of the special subjects, with certain limitations and restrictions, of course, in the case of the lower grades. In the beginning there was the usual criticism of a new thing, and a little friction until the necessary adjustments and adaptations could be made. Everything that we expected of the plan has been accomplished. Basement rooms are quite suitable for physical training work, when the same cannot be done out of doors, assembly halls serve for all civics and auditorium work and are still available for general assembly and community purposes. Greater use of the buildings has been secured and the day of additional building has been postponed for three or four years, the number of teachers has been reduced and more efficient work is being done. The following report of the elementary supervisor gives a general idea of the results obtained under the new plan of organization.

Mr. E. D. Pusey,  
Superintendent of Schools,  
Durham, N. C.

Dear Sir :

Substantial progress has been made during the past year in all activities of the elementary schools. Both cultural and utilitarian aims have been influential in stirring the child's self-activity, and in any deviation from previous goals. It is a pleasure to record that the results obtained through the platoon system which was introduced this year have far exceeded our expectation. By this plan the regular subjects are taught by teachers who have an aptitude for teaching such subjects and who give all their time to this teaching. The special subjects are taught by specialists. The changing of classes is of physical benefit to the children. If a pupil from any accident falls behind in certain subjects the elasticity of the plan enables him to leave out certain special subjects and to do double work in the subjects in which he is weak until he regains his standing.

Some features and results of our work deemed worthy of mention will be herein recorded, my regret being that the limits of this report will not permit a longer enunciation.

## SPIRIT OF THE SCHOOLS

And first of all I may fittingly refer to the splendid spirit of loyalty and coöperation that has animated the rank and file of our students, which can come only from the development of right ideals, a deepening sense of personal responsibility and respect for the rights of others. Such a spirit is the greatest asset in school management and for it there can be no substitute. Pupils are given freedom of the halls, passing from class to class informally, the idea being that pupils will learn best to govern themselves by being given the responsibility for so doing. Through the inspiration of the instruction in civics for all grades, stressing the necessity of proper personal conduct as the basis of good citizenship, pupils have formulated their own rules of conduct.

## ORAL ENGLISH

Dr. Eliot has said that "Power to understand rightly and to use critically the mother tongue is the flower of all education." During the past year we have placed greater emphasis on oral English than ever before and the results have been satisfactory. In connection with the work in the lower grades, which is developed through the use of the story and conversation, an appeal is made to the dramatic, which the children love. Games for establishing correct speech habits, vocabulary drills for increase in ability to select the right word, training and practice in connected talking, and training for distinct articulation and a natural speaking tone are some of the opportunities successfully used. We are gradually establishing the habit of eliminating useless words, and are growing into the consciousness that oral as well as written composition is a *thinking process*. There has been marked improvement in oral English, pupils have gained in self-confidence, in freedom of expression, in ability to talk for several minutes, in intelligent thinking, and in enjoyment of this work.

The written language has kept pace with the oral work. "The child who learns to talk well will write well inevitably." There has been the usual training and practice in written com-



position, exercises in technicalities of written work, including spelling.

#### READING

I am especially pleased with the growing attitude towards the reading work. Our teachers are doing more than drill and are training the children in reading habits which will carry over during later life.

While the aim in reading is to make the child master of the printed page and create a taste for good literature, the teacher keeps constantly in mind the idea that learning to read is learning to think. We are testing ourselves that we may not develop mere technique with no intellectual or spiritual response. We are increasing the silent reading and emphasizing its comprehension and the child's reaction to the same. We are uniting with the public library in encouraging a wider and a wiser selection of material.

Satisfactory progress has been made in spelling, arithmetic and writing as well as in the special subjects of the elementary grades.

#### STANDARD TESTS

Use of the Haggerty and National Silent Reading Tests, Ayres Spelling Test, McCall and Thorndike Arithmetic Test "places us among the list of cities which have courage to ask the question, 'Are we measuring or guessing in determining results and in compiling statistics of progress?'" Such tests also determine points for subsequent emphasis. The use of these scales has tended to improve the work of both teachers and pupils.

#### INDIVIDUAL INSTRUCTION AND SOCIALIZED CLASS WORK

A schoolroom of pupils working under the individual and socialized plan is very noticeable, even in a superficial way, for its virtues. These contributions to the usual classroom methods have increased ability and self-confidence among our pupils. The child is taught the valuable lesson of introspection and self-testing so that he soon learns to determine when he does not

know. Our visitors are invariably struck with the spirit of earnestness and personal absorption of each pupil in his work, and never fail to comment on his self-control and initiative displayed under all conditions.

In closing it is a pleasure to speak of the splendid coöperation of the superintendent, principals, teachers and every one connected with the schools, who have contributed of their time, effort and devotion to make the past year a success for the elementary grades of the Durham City Schools.

Respectfully submitted,

MRS. J. A. ROBINSON,

June 1, 1923.

*Supervisor of Elementary Schools.*

## TEXT-BOOK RENTAL SYSTEM

### FREE TEXT-BOOKS

In accordance with a resolution adopted by the Board of Education in September 1916, authorizing the superintendent to furnish text-books to the pupils by sale or by rental, a text-book rental system was put into effect at the beginning of the 1916-1917 school year. In order that there might be no loss to individuals old books in the hands of pupils and unsold books on the shelves of the book-stores were bought at agreed upon prices. Pupils were given the privilege of buying at the list price or of renting at a little less than one-third of the list price. The first year about one-third of the pupils in the high school and one-half the pupils in the elementary schools took advantage of the rental system. At the end of the year it was found that the rental rate was too low, as about half the books had to be discarded. An effort was made to continue renting at the same rate by teaching pupils to take better care of their books. As the price of books, however, began rapidly to advance the rental rate had to be increased in proportion to the advance in prices of books. The pupils, however, learned to care for their books so well that the losses of the first two years were gradually overcome. The number renting has rapidly increased, until



now about ninety per cent of the pupils above the beginning section of the first grade in all the schools except the Hillside Park School rent instead of buying. Pupils in the first grade are advised not to rent during the first half year. At no time has the rental rate exceeded one-third the list price of the books, although the State law permits a charge of one-half the cost. The rate during the past three years has been between one-fourth and one-third.

Desk copies have been furnished teachers free during the entire time the system has been in operation. At first the Board of Education paid a rental fee for the teachers; for the past five years, however, desk copies and other necessary books have been furnished teachers without any cost to the Board or to the teachers.

Indigent pupils when their condition after investigation has been brought to the attention of the superintendent have been furnished books free of charge. The rental fees for them have been paid to the principal directly or through some person interested in them in such a way that they could not learn from what source the money came.

With the introduction of supervised study in the High School during the past year it has been found that the wear on books has been most materially decreased. The discards of the text showing the greatest wear at the close of the year were only eight per cent of the number issued. Prior to the past year the discards have ranged from one-fifth to one-third of the number issued. In the elementary schools where supervised study has been well worked out the saving in wear and tear is almost as equally marked.

At present there are on hands books to the value, if new, of \$24,246.98. Many of these books are new, most of them are in excellent condition. Those that needed repairing have been repaired and all are having new covers put on.

Under the present plan of organization in which each teacher teaches two or more classes in the same subject there are in the different buildings nearly twice as many books as are needed to equip each class-room with the number of texts

required for the largest class the teacher in the room will meet, provided pupils are not permitted to carry books from the room. Consequently it is possible now to adopt a limited system of free text-books at a very small expense. From the stock on hand every room can be supplied with the books needed in that room, the use of which may be permitted the pupils free of charge. From the books remaining sales can be made to pupils of such texts as are needed in home study. The average number of texts required per pupil for this purpose will not exceed two. The proceeds of these sales can constitute a revolving fund by means of which a sufficient stock of books for sale can be kept on hand at all times. Judged by the experience of the past year, if the present plan of organization is continued, the annual cost of replacements of books kept in the class room for pupils' use need not exceed ten per cent of the original cost of the books. The cost of repairing and re-covering will also be much less than when books are carried from school to home and from home to school; it will probably not exceed eight hundred dollars a year; many of the cooks in the school cafeterias have been trained in repairing and recovering, consequently there will always be labor on hand to keep the books in good condition. The costs of texts to equip all the class rooms that will be in use next year will be \$15,000.00. Replacements will cost about \$1,500.00, with the repair bill of \$800.00, the total cost of furnishing free text-books under the plan indicated for the coming year will be only \$2,300.00.

I therefore recommend that the Board instruct the business manager to take up on his inventories of supplies and equipment the inventories of books herewith submitted, and that the books be inventoried at half the indicated value. I further recommend that the Board adopt for the coming year the system of free textbooks above outlined, and that the Board add to the budget under the heading of supplies used in teaching the sum of \$2,300.00 for the year 1923-24 to cover the cost of operation.



## THE DEPARTMENT OF HEALTH

At a meeting of the Board of Education held at the beginning of the school year 1914-1915 a resolution was adopted directing that a physical examination be given all the children in the schools. A local physician, very much interested in child welfare work, was secured to make the examinations. As the examinations were made all physical defects were noted, and cards were sent to the parents calling their attention to the defects and suggesting that they consult the family physician about them. Later the Board passed a resolution requiring all teachers to submit themselves to a physical examination to be given by the school physician. Beginning with the school year 1915-1916 all appointments were made subject to the results of the physical examination. The example of the Durham Board of Education was followed later by the State Legislature when it enacted that all teachers must present themselves annually to some designated physician for physical examination.

The examinations the first year showed that more than two-thirds of the children suffered from some physical defect, usually remediable. The percentage of defective children has been slowly reduced, time lost from school because of sickness has also decreased year by year. In 1914-1915 the average loss per pupil because of reported sickness was 13.14 days out of a school year of 180 days, in 1921-22 the loss was only 3.6 days.

In Miss Oliver the department has an unusually well trained head. She is a graduate of Salem College and of Columbia University, and has had several years experience in teaching before beginning the study of nursing. Miss Oliver is a graduate of the Nurses' Training School of Watts Hospital and has been connected with the city schools since immediately after her graduation. Miss Oliver has submitted the following brief report outlining the plan of organization of her department and giving a statement of its aims and purposes:

## THE DEPARTMENT OF HEALTH EDUCATION

A sound and trained mind and a sound and trained body for every individual is the twofold ideal toward which every school should strive.

For a long time schools have recognized and stressed the importance of the first part of this ideal but the latter was neglected entirely until recent years.

The Durham City Schools were among the first in the country to recognize this lack of interest in the physical side of the pupil and with a vision which few possessed they became a pioneer in the matter of health education.

Eight years ago the first school nurse was employed by the Board of Education. Two years later the first whole time physical training teacher for the schools was employed. This was the beginning of the Department of Health Education. At present the department consists of eight physical training teachers, five health teachers, a school physician and school nurse.

The work in this department includes annual physical examinations of both pupils and teachers, daily inspection of pupils for contagious diseases, the teaching of hygiene and health habits, the daily athletic activities, and the follow up work in interest of general health of pupils and for correction of defects. Little Mothers' Leagues are also conducted by this department.

A very important feature of the health work is the monthly weighing of pupils. The weight card, showing height, actual weight and average weight of child is sent home each month. This appeals to both child and parent as it shows the physical growth of the child from month to month.

The materials and methods used in teaching health are numerous and varied. Health rhymes and fairy stories, health songs, dramatization of health plays, posters, drills and merits for good health habits have changed their dry text-book subject to one of most vital interest and practical importance to the children.



The correction of physical defects has been a great factor in promoting good health. Dental defects alone have decreased more than half in number within the last few years.

The athletic work plays a large part in the development of the child's disposition as well as in the physical side. It is a means of outlet for the surplus physical energy stored in the body which must be released somehow and in some way, and if this is done under proper supervision it promotes such qualities as alertness in thought and action, coöperation with others, self poise, and a sense of fairness in dealing with others.

Thus each phase of the Department of Health Education complements the other, the aim of the whole being to assist boys and girls to become and to keep physically fit.

MARY P. OLIVER, R. N.

### GROUPING OF PUPILS

During the year 1914-1915 a careful study was made of the possible rate of progress of 1836 children in the white elementary schools. For the purpose of the study the pupils were grouped in two or more classes to the grade, and each class was divided into three sections according to apparent ability. An attempt was made to assign to each section the maximum amount of work the weaker pupils in the section were able to do. Pupils were promoted or demoted from section to section of the same class as they forged ahead or lagged behind. The principals in turn promoted from the high section of one class to the low section of the next higher class. The process was a constant elimination of the brighter and more industrious pupils by promotion to higher groups. The unit of measure used was one-sixth of one year's work as indicated by the course of study. At the end of the year it was found that approximately one-third of the pupils had done one year's work, one-third had done more than one year's work and one-third had done less than one year's work. The range was from no appreciable progress to three years' work, one pupil having completed satisfactorily the work of three grades. In all, seventeen clearly

defined rates of progress were revealed. In classifying and promoting the teachers were aided by the results of subject tests in writing, spelling, reading, arithmetic and composition.

With slight modifications the scheme of grouping worked out during the year 1914-1915 has been continued. Intelligence testing has been introduced, and new pupils are grouped temporarily according to the results of these tests. From the result of the intelligence test and from his previous record the pupil's expected rate of progress is worked out, the pupils in each grade are then grouped according to their expected rate of progress. The groups are, however, carefully watched, and whenever it appears that a pupil is in a group in which he cannot work to his best advantage he is transferred to a higher or to a lower group as his needs seem to require. This scheme of grouping has now reached the eighth grade and will be carried into the ninth next year. The seventh and eighth grades have been each divided into seven groups according to expected rate of progress. In these two grades transfers are made at the end of each month. It has been found that it is not necessary to make any changes after the third month. In fact a change after the third month should be rare. The differentiation of courses in the eighth grade has given but little trouble, as practically all the pupils in a section elect the same courses. This year in one group of thirty-six all the members elected the same work for the coming year. This plan of grouping in the upper grades seems to develop a club spirit and a unity of purpose that should have considerable social value. Of course, pupils who have worked in the same group for several years may fail to develop a true democratic spirit. It will require very careful study during the high school period to prove whether or not this is true.

Following is the report of the psychologist who has charge of the grouping:



May 25, 1923.

Supt. E. D. Pusey,  
Durham City Schools,  
Durham, N. C.

Dear Mr. Pusey:

Allow me to submit the following report concerning the results found from the use of standardized tests in the Durham City Schools. We have used subject tests in reading, spelling, arithmetic, and geography. We have used also the Haggerty Intelligence Tests in the second grades and the National Intelligence Tests in grades three to seven inclusive. In intelligence our children rank from low to very high, with the average being normal. The results of the subject tests show that our pupils on an average are a little above the standards in all subjects, and especially so in spelling.

#### GAINS BY WHITE SCHOOLS

The tests show further that from May 1922 to May 1923, our third grade children in the white schools have gained in subject ability 1.23 years; our fourth grades, 1.18 years; fifth grades, 1.22 years; sixth grades, 1.24 years; and seventh grades, 1.08 years. The seventh grades at the high school are beginning to get away from the drill type of work of the elementary schools in arithmetic and to do problem work, which the tests used, from their very nature, do not fully measure. Again the seventh grades missed half the time for the first two months of school. It is only natural, therefore, for them to show smaller gains. The gains made are 8 per cent above normal in spite of the handicap.

The second grades were not tested until the middle of the term, but the gains for the period covered seem quite as good as for the other grades. So many absent on account of measles makes the results less reliable.

#### GAINS BY COLORED SCHOOLS

The children in the colored schools are much older on the average than the children of the white schools. The tests show

them to be, as we would naturally expect, from their home conditions, lower in intelligence and subject ability. This over-ageness, however, is in their favor when it comes to making gains. That is, it is fairly easy for a ten or twelve year old child to do the work of the third grade, and so on. The records show (accepting the figures of the teachers which I have not been able to carefully check) that the third grades have gained 1.04 years; the fourth grades, 1.14 years; the fifth grades, 1.25 years; the sixth grades, 1.24 years; and the seventh grades, .96 year.

The standards used for the colored schools are from one-fourth of a year in the second grades to nearly three-fourths of a year in the seventh grades lower than for the white schools. The colored pupils are trying hard in most cases to come up to standard requirements. They have responded well to the stimulating effects of the colored graphs.

#### OTHER GAINS

The above gains do not include one second grade group at Edgemont and one sixth grade group at Morehead, both of which have made about two years' gain. There are a number of children throughout all schools who have gained an extra year's promotion. The total will be slightly above 200. There is still a number of children who seem to be strong enough to gain an extra year by doing summer school work, or by being placed in special groups.

The opinion of teachers and principals is that those children who have gained extra promotion have not only kept up with the higher grades, but in most cases they rank with the very best in their respective groups.

#### REASONS FOR SUCH LARGE GAINS

It should be said that practice in taking tests may have had something to do with the unusual gains indicated by the results. This, however, can account for only a small part of the gain. We have been giving some tests in our system now for several years, which means that sixth and seventh grade children have

had more practice than third grade children. The results, however, show that third grade children have gained almost as much as any. The better grouping from the results of tests, the use of the platoon system in which a teacher can shift children from one section to another, the graphing of results of all tests to show teachers and pupils where the weakness of each seems to be, the determination of each child and teacher to beat the record, and the fine spirit of all toward the results of the tests have all contributed to the gains. Whether the pace set this year can be maintained is a question.

#### THE SAVING IN DOLLARS

The saving in dollars and cents which the above results indicate is such a considerable sum that I dare not mention it lest some one question the statement. However, I shall have all figures on file and shall at any time be glad to go over them with you or a committee from the Board of Education.

#### COST OF TEST AND HELP

The cost of all test and of clerical help for this work this year has been approximately \$400. Added to this is a part of my salary for that part of my time spent on such work.

#### GET STATEMENT FROM PRINCIPALS

As a check to the figures above I shall be glad if you will ask the principals to give you some statement of their opinions regarding the use of tests in the different schools.

#### STANDARD RAISED

Because of the good showing made, we are raising the standard of promotion one month, or one-thirteenth of a year's work. This I consider quite sufficient to take care of that part of the gains made because of practice in taking tests.

#### CHILDREN ENJOY THE TESTS

The children enjoy the tests so much that they often clap their hands when they are told to prepare for a test. The tests give them a chance to show what they can do and how much



they have gained. The results of all tests for each child are graphed on large cards and placed where any and all may see them. Every child likes to see his line lengthen from one test to the next, and is especially delighted when he can run it off the chart, which is equivalent to knocking a home-run.

Respectfully submitted,

W. M. UPCHURCH, *Psychologist*.

### THE HIGH SCHOOL ORGANIZATION

The Durham schools are organized on the basis of six years of elementary work and six years of secondary work. The work is so arranged, however, that there is no suggestion of a break between the sixth and seventh years of school work. The elementary schools have no form of graduation exercises; many of the studies begun in the sixth year continue through the seventh, there is no general review of elementary school work, there are no "requirements for graduation," the same basis of promotion to which the pupil has become accustomed is still in force—the teacher's opinion as to his ability to do the work of the next higher section. There is no facing backward, everything in the elementary school tends forward, toward the high school. Each department of work is so organized that the work in the high school section is necessary for the realization of any of its aims and purposes. The head of the department in the high school is, as far as possible, the supervisor of the work in that department in the elementary schools. This has so far been satisfactorily worked out in the departments of health education, and science. The head of the department of music will become the elementary school supervisor in music at the beginning of the coming year. The continuity of the work in English and mathematics has already been established, the next step is to make the heads of these departments supervisors of these subjects in the elementary schools. That the contact between the two sections of the school system is very close is evidenced by the fact that of 224 sixth grade pupils recommended in June 1922 for promotion to the high school 220 reported the following September.

Theoretically the schools are a twelve grade system, in practice they are not. The scheme of promotion is individual and constant, the basis in all grades below the ninth is ability to do the work in the next higher section. From the ninth on promotion is based on the satisfactory completion of a course. Many pupils complete the work in ten years, the majority in eleven, while less than one-third require twelve. The twelve grade system combined with the plan of grouping elsewhere described almost eliminates repeating and reduces failures to a minimum.

Four general courses are offered, the college preparatory, the industrial arts for boys, the industrial arts for girls, and the commercial. In each of these courses there are electives, the number increasing in the latter years of the course. English throughout the course, American History in the fifth or sixth year, and mathematics through the seventh, eighth and ninth years are constant in all groups of studies that lead to graduation. Great care is exercised in advising pupils as to courses to be selected, and later in the selection of electives within these courses. When a pupil is promoted from the seventh to the eighth grade the home room teacher fills out a detailed information blank, giving the pupil's rating in all academic subjects, in power, in expression, and in conduct. The teacher also gives a statement of her opinion as to the pupil's abilities, limitations and ambitions. The parent also is requested to fill out a form showing, in the parent's opinion, the condition of the pupil's health, how he spends his working day, the things in which he is interested, and what he expects to do. The pupil is also given a blank which he is required to fill out in which he gives practically the same information from his own point of view; he is also asked to pick out from a list of more than one hundred occupations and professions those which appeal to him the most. These blanks after being filled out are filed with the pupil's permanent record and form a basis from which advice can be given the pupil as it is needed. A card giving a detailed description of the four courses is then sent the parent; before the pupil can be enrolled for any course the parent must

indicate the course he desires his son or daughter to take, sign the card and return the same to the principal, this card is then filed with the permanent records of the pupil. Pupils are permitted to change from one course to another at the end of any one year. The initiative in making this change, however, rests with the pupil's session or home room teacher and the principal rather than with the pupil. No change from one course to another, however, is ever made without the written consent of the parent or guardian. Sixteen credits are required for graduation, fifteen academic and one in health education, Bible study or music. The sixteenth credit in music is not allowed those who expect to offer credit in music for entrance to college. For such pupils music is counted as an academic study, and the sixteenth credit must be in Bible study or health education. The work in Bible is done in the church or Sunday schools of the city, and credit for it is allowed under the following regulations adopted three years ago and endorsed by the Ministerial Association of the city:

#### HIGH SCHOOL CREDIT FOR BIBLE STUDY IN SUNDAY SCHOOLS

In order to bring about a close association between the public school system and the Sunday or Church schools of the City in promoting serious Bible study, the Durham High School offers high school credit for Bible study done in the Sunday or Church schools under the following conditions:

Classes must be taught by teachers who will secure teachers' certificates from some recognized training school within one year from the time application for credit is made.

Courses of study must be submitted in advance to the high school principal for approval, the high school principal will pass upon same only for purpose of evaluating work as to elements of time and content.

Classes must be so organized that the recitation periods, exclusive of opening and closing exercises, will be at least forty minutes in length.

Classes must be open at all times to visitation by the high school principal or by some one appointed by him.



Monthly reports on pupils' work must be made to the high school principal on forms to be supplied by him.

The credit given will be one high school unit for four years' work, 45 lessons to the year if recitation periods are forty minutes in length, 40 lessons to the year if the recitation periods are forty-five minutes in length, thirty-six lessons to the year if the recitation periods are fifty minutes in length. One-quarter of a unit will be given for one years' work, one-half a unit for two years' work, three-quarters of a unit for three years' work. The unit given is equivalent to one-fourth of a high school year's work and will be counted towards graduation just as a unit in any study pursued in the high school building under any high school teacher.

During the past year thirty-four pupils have received credit for Bible study pursued under the above conditions and regulations.

#### COURSES OF STUDY

Two years ago the teachers in the school worked out new courses of study to conform with the new scheme of organization. The courses have been published in pamphlet form, and are supplied on request to the patrons of the school. The courses in English and Latin have been unusually well worked out, and have received general commendation from prominent educators in different parts of the country. The course in mathematics has been commended, it has also been criticised as being radical. It has made quite a strong appeal, however, to the pupils. Very few now ask to be allowed to substitute some other study for mathematics.

#### PART TIME WORK

Part time school work for boys was introduced in the school during the year 1916-1917. The boys were formed into a club, and the club was designated the coöperative class. The work of this class is described in the following report made in 1921. Since 1921 the time of coming to school has been changed so that a boy may come part time every day. The essential features, however, are the same as described in the report:

## CO-OPERATIVE WORK IN THE DURHAM HIGH SCHOOL

During the school year 1915-1916 a study was made of the causes leading to the elimination of boys in the sixth, seventh and eighth grades in the Durham City Schools. It was soon learned that most of the cases of elimination in these grades had a similar history—a lack of interest in some one subject, a failure in this study, irregular attendance, unsatisfactory work in all studies, disorderly conduct, withdrawal from school. The classes in the schools were rather large, so large that it had been impossible for the teachers to give the individual attention needed in many cases. If conditions were to be improved, classes must be made smaller, pupils grouped according to ability, and perhaps some changes made in the course of study. The financial situation did not permit of the employment of more teachers nor the providing of additional class room facilities. It was decided, however, to secure a special teacher for the more difficult cases, to give the boys individual instruction in the academic subjects in which they were losing interest and to correlate their work as closely as possible with the manual arts department. A teacher who had had special preparation for work of this character was chosen to take charge of the class. She was not tied down to any course of study, she offered a boy work in anything he was able to do and gave him as much work as he was able to do well. Only two subjects were required of all—English and General Civics. The novelty of the work appealed to the boys from the start, the personality of the teacher held them to their work.

Economic conditions towards the end of the year became such that it was evident that several of the boys in this and other groups would have to leave school in order to help support themselves. There were also more boys needing the peculiar work of the special teacher than could be accommodated at one time. Consequently, through the assistance of the head of the manual arts department, arrangements were made with several manufacturing plants in the city so that boys could work part time and spend part time in school. The plan

adopted was to assign two boys to the same job, one boy to work in the shop two weeks while his mate was in school and at the end of the two weeks the boys to exchange places. Boys needing money, consequently, were able to work half time and thus stay in school, while the teacher was enabled to reach twice as many boys as she had taught the first year.

At first some difficulties appeared that had not been foreseen. Some shop foremen tried to hold the boys permanently in the shops, especially so when they found good and willing workers. Others were disposed to give the boys heavier work than boys should be required to do. As a rule, however, the employers of the boys were very considerate and were disposed to give the boys an opportunity of learning a trade and of earning some money without having to leave school.

The outside work has seemed to give the boys a motive for doing better work while in school. It has been no unusual thing to find boys in the special class covering a month's work in the two weeks they are in school. In other words, boys in the special or coöperative class have done a full year's work in a year, though coming to school only half time.

The boys in the coöperative class look upon their class as a separate department, the class, however, is represented in every student activity connected with the school. The members of the class have evolved a system of self-government, and have adopted a constitution the preamble of which voices a spirit of civic consciousness and of comradeship. They work under their own rules, yet they are as a group unusually responsive to any suggestions of the faculty of the school.

Recently the class took charge of the chapel exercises and in the period given them following the exercises they gave the entire school an outline of the work accomplished by the class since its organization. The following extracts from papers read by members of the class give a fair idea of the work they are doing:

"The coöperative class has meant a great deal to me. It has enabled me to remain in school, not only by the financial help I have received, but by having to attend just half the time.



I did not grow tired of school as I would have had I been required to attend regularly. I am certain that I would have become so tired of going to school if I had been taking the regular work, that I would have quit as I did once before when I was in the seventh grade." . . .

"I think the coöperative class has meant more to me than all the other classes in which I have been before.

"The coöperative class has kept me in school. It has allowed me to make a living, learn a trade and still get just exactly what I want out of school.

"My two weeks in the shop give me a chance to use what I have learned in school and also a good idea of what I will really have to know to be a good mechanic.

"Working part of the time keeps me from ever getting tired of going to school." . . .

"The coöperative class means a lot to the boys who are members. It means coöperation in the true sense of the word,—coöperation with industry, coöperation with the faculty, cooperation with the student body. It means that the members of this class are given what no other body of students in North Carolina is given—a chance to go to school and at the same time to learn a trade while making part-time in the shops of our town. This arrangement gives us fellows the practical experience in our chosen trades and our education along literary lines.

"When I came back here after an absence of four years, I missed the familiar faces of my friends who were here when I left. I felt out of place until I was assigned to the coöperative class. That is where the fun started, for since that time I have enjoyed every minute I have been here. The boys have made me one of them, they have made me feel at home. The majority of them were in the same fix as I, they had left school but with a different aim. Most of them have bucked up against the problem of making a living, which problem will surprise just lots of you when you try it, but they are here to make themselves more efficient workers and better citizens. They have been made to realize what handicaps ignorance and in-

efficiency are, and are here to conquer both of these evils."

A pupil from the coöperative class graduates just as any other boy as soon as he has completed the sixteen credits required for graduation. It is planned to start similar work for girls at the beginning of the coming year.

#### EXTRA CURRICULAR ACTIVITIES

It has been the policy of the school to encourage extra curricular activities. A great deal of attention has been given to debating, dramatics, athletics, and glee clubs. In debating the school has been very successful. A Durham High School team almost always reaches the finals or semi-finals in the statewide contest. Three times in four consecutive years the school won the State high school championship. In 1922 the school won the Aycock memorial cup which had been debated for since 1912. During the past year in order to further develop the social side of school life and to arouse an interest in something besides class room work a number of "hobby" clubs have been organized. The limit is reached only when every pupil in school belongs to some club of his own selecting. One recitation period a week is given to club work. So that the work in no one department may suffer all the periods on club day are shortened. As our periods are seventy minutes in length this can be done without inconvenience.

#### GIRLS' ADVISER

In 1918 the position of lady principal was created, and the late Miss Annie E. Tillett, the then head of the English department and one of the most devoted teachers the school has ever had, was assigned to the position. Later in order that the name might be more in keeping with the nature of the work the designation was changed from lady principal to girls' adviser. The position has become one of the most important in the school, and ranks second only to the principalship. A very good idea of the nature of the girls' adviser's work and of what this

means to the school can be gained from the following letter addressed to Miss Tillett at the time of her appointment.

"Your work as lady principal will be chiefly that of leader and adviser of the high school girls. The girls should learn to look upon you as their adviser in things moral and social. This can be effected by means of conferences with the girls individually and collectively, in which you will have the assistance of the room teachers; by means of interviews with their mothers; by acting as intermediary between the girls and the principal in solving problems in discipline; by interesting yourself in all activities that interest girls, both in and out of school; by helping them to select the proper form of dress, in which you can rely upon the aid of the instructors in household arts; and by interesting yourself in their personal friendships.

"As their adviser you should look out for their physical welfare, paying special attention to their habits in cleanliness and personal hygiene, in this you will have the help of the nurse and of the instructors in physical training. Sometimes you will have to suggest medical attention, this will be done through visits to the home in coöperation with the school nurse and the family physician.

"In the school you should assist the girls in selecting courses of study, and in making changes in the courses elected whenever such changes may be necessary; here again you will have the hearty coöperation of the room teachers. Your watchfulness over the work of the girls should be so close that the initiative in adjusting a course of study should come from you rather than from the pupils. All schedules for girls who can come to school only part of the day, or only at intervals, should be worked out by you. In this connection you will be expected to work out some plan by which girls who have dropped out of school to work may be brought back and enabled to get some training that will help them to better their position. You will also try to secure part time employment for girls who have to work their way through school; graduates who are looking for positions, of course should be aided by you in securing positions amid proper surroundings, and for which they are fitted. You



should keep a complete system of follow up records, so that the school, through you, can keep in close touch with a girl until she is married or well established in her life's vocation. Your work will have been done well when any girl graduate feels that she can come to you at any time for counsel and advice."

## Appendix

### ENROLLMENT AND AVERAGE DAILY ATTENDANCE FOR 1922-1923

#### HIGH SCHOOL

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
7th .....	110	141	251	95	118	213
8th .....	100	124	224	100	105	205
9th .....	95	129	224	81	105	186
10th .....	75	89	164	69	78	147
11th .....	60	92	152	50	84	134
Coöp. ....	36		36	29		29
Total .....	476	575	1051	424	490	914

#### MOREHEAD

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	74	61	135	58	44	102
2nd .....	44	44	88	34	36	70
3rd .....	64	50	114	52	42	94
4th .....	33	53	86	29	37	66
5th .....	34	64	68	29	32	61
6th .....	52	64	116	41	51	92
Total .....	301	306	607	243	242	485

#### FULLER

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	45	54	99	32	40	72
2nd .....	48	54	102	39	38	77
3rd .....	49	36	85	38	31	69
4th .....	53	37	90	43	27	70
5th .....	29	38	67	29	38	67
6th .....	41	29	70	35	28	63
Total .....	265	248	513	216	202	418

## NORTH DURHAM

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	32	30	62	25	25	50
2nd .....	28	21	49	23	17	40
3rd .....	25	22	47	22	19	41
4th .....	20	26	46	18	20	38
5th .....	14	20	34	12	16	28
6th .....	17	13	30	15	11	26
Total .....	136	132	268	115	108	223

## WATTS STREET

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	18	21	39	14	15	29
2nd .....	24	20	44	20	16	36
3rd .....	17	15	32	16	15	31
4th .....	24	17	41	22	14	36
5th .....	20	21	41	19	18	37
6th .....	7	15	22	7	13	20
Total .....	110	109	219	98	91	189

## EDGEMONT

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	122	96	218	79	63	142
2nd .....	87	73	160	65	54	119
3rd .....	72	71	143	58	55	113
4th .....	51	61	112	38	50	88
5th .....	39	48	87	28	38	66
6th .....	36	46	82	28	34	62
Special .....	20	4	24	13	3	16
Total .....	427	399	826	309	297	606

## EAST END

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	65	49	114	38	33	71
2nd .....	46	43	89	32	28	60
3rd .....	32	43	75	26	33	59
4th .....	19	30	49	15	25	40



5th .....	18	23	41	15	18	33
6th .....	11	14	25	9	11	20
Total .....	191	202	393	135	148	283

## WEST END

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	75	77	152	46	43	89
2nd .....	28	26	54	21	18	39
3rd .....	26	29	55	20	22	42
4th .....	16	21	37	15	14	29
5th .....	18	21	39	15	17	32
6th .....	16	24	40	14	19	33
Total .....	179	198	377	131	133	264

## HILLSIDE PARK

Grade	<i>Enrollment</i>			<i>Average Daily Attendance</i>		
	Boys	Girls	Total	Boys	Girls	Total
1st .....	116	146	262	76	103	179
2nd .....	92	77	169	74	59	133
3rd .....	70	71	141	52	60	112
4th .....	60	79	139	47	60	107
5th .....	43	48	91	34	46	80
6th .....	36	70	106	28	50	78
7th .....	29	79	108	18	58	76
8th .....	30	68	98	21	59	80
9th .....	12	42	54	9	35	44
10th .....	12	14	26	9	13	22
11th .....	3	22	25	2	21	23
Total .....	503	716	1219	370	564	934

DISTRIBUTION OF ENROLLMENT DURING A NINE  
YEAR PERIOD

## WHITE SCHOOLS

1 .....	417	431	453	483	485	510	560	529	554
2 .....	319	309	377	445	381	397	436	444	442
3 .....	343	340	304	341	384	387	425	394	421
4 .....	300	304	324	334	295	340	371	344	376
5 .....	235	245	261	218	291	281	309	338	297
6 .....	275	192	215	254	207	255	280	257	282
7 .....	136	88	181	178	195	178	196	232	290

# DURHAM CITY SCHOOLS

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8 .....	119	132	94	173	172	211	204	227	232
9 .....	79	119	104	62	116	140	160	179	234
10 .....	63	92	107	101	43	124	121	152	171
11 .....	00	75	76	63	100	50	100	100	160
Atypical .....	.....	.....	.....	.....	.....	.....	.....	.....	24
Total ....	2290	2528	2521	2652	2669	2873	3162	3196	3483

## DISTRIBUTION OF ENROLLMENT DURING A NINE YEAR PERIOD

### COLORED SCHOOLS

1 .....	469	474	445	492	533	569	519	434	527
2 .....	264	289	289	280	335	246	312	318	312
3 .....	182	209	238	225	210	253	276	289	271
4 .....	115	135	145	130	149	175	208	248	225
5 .....	93	65	73	73	65	131	138	164	171
6 .....	68	79	82	74	63	63	80	155	171
7 .....	63	51	50	54	66	66	76	73	108
8 .....	16	23	28	19	26	45	54	38	98
9 .....	24	11	15	20	16	18	27	23	53
10 .....	16	14	6	11	20	13	23	28	26
.....	.....	.....	.....	.....	.....	10	17	23	25
Total ....	1310	1350	1371	1378	1549	1585	1730	1793	1987

# FINANCIAL STATEMENT OF THE BOARD OF EDUCATION OF THE CITY OF DURHAM

## EXHIBITS

Exhibit A—Statement of Assets and Liabilities (June 15, 1923).

Exhibit B—Statement of Total Receipts and Expenditures (July 1, 1922 to June 15, 1923).

Exhibit C—Detailed Statement of Receipts (July 1, 1922 to June 15, 1923).

Exhibit D—Detailed Statement of Expenditures compared with Appropriations (July 1, 1922 to June 30, 1923, Fiscal Year).

Exhibit E—Statement of Building Fund (Complete Statement).

Exhibit F—Statement of Bond Fund compared with Appropriation.

These statements were prepared on June 20th. The fiscal year ends June 30th. In Exhibit D the expense from June 15th to June 30th was estimated in order to give a comparison of the budget appropriation and expenditures for the whole year. In Exhibits E and F \$3,559.60 of unpaid bills were included in the expenditures in order to give a complete statement of the entire building operations of the past two years.

M. B. FOWLER,  
*Business Manager.*

## EXHIBIT A

### STATEMENT OF ASSETS AND LIABILITIES

July 15, 1923

#### ASSETS

##### *Current Assets*

Balance in Treasurer's hands .....	\$ 2,632.71
Accounts Receivable:	
County taxes 1920-21-21-22 .....	\$ 15,341.89
County taxes 1922-23 .....	16,878.79
City taxes 1922-23 .....	7,777.56
Public Education Ass'n. ....	400.00
Advances on 1923-24—Repairs ....	800.00
Total Current Assets .....	\$ 43,830.95



*Inventory of Supplies*

Janitors Supplies .....	515.55
Instructional Supplies .....	301.20
Superintendent's office—Supplies ..	85.00
Fuel .....	2,310.00

Total Inventory of Supplies .....	3,211.75
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*Fixed Assets*

Old Buildings, Land and

Equipment:

Supt's office—Furniture and

Fixtures ..... 2,184.90 |Equipment of old buildings ..... 51,245.88 |Old buildings (see Exhibit A1) ..... 405,228.32 |Land (see Exhibit A1) ..... 176,900.00 |

Total Old Bldgs. Land and

Equipment ..... 635,559.10 |

Alteration to old buildings

(not repairs) ..... 2,757.25 |Improvement to old grounds ..... 930.84 |Street Improvement ..... 2,029.51 |

5,717.60

Automobiles ..... 1,300.00 |

New Buildings, Land and

Equipment:

Land ..... 103,256.39 |Improvement to new grounds.... 14,533.89 |New buildings ..... 508,415.08 |Equipment of new buildings .... 68,185.21 |

Total New Bldgs., Land and

Equipment ..... 694,390.57 |Total Fixed Assets ..... 1,336,967.27 |Unexpired Insurance ..... 1,918.49 |Grand Total—Assets ..... \$1,385,928.46 |

## LIABILITIES

*Current Liabilities*Vouchers Payable ..... \$ 24,476.27 |Notes Payable ..... 52,000.00 |

Total Current Liabilities .....	76,476.27
Surplus .....	1,309,452.19
Grand Total—Liabilities .....	<u>\$1,385,928.46</u>

REMARKS—This statement does not show as a liability the Teachers' Salary Pay Rolls for July and August.

EXHIBIT A1  
DETAILED STATEMENT OF OLD LAND AND  
OLD BUILDINGS

LAND

*To the Board of Education of the City of Durham, Durham,  
N. C.—Gentlemen:*

We the undersigned named as a committee to inspect and value the School Properties (real estate only) of the City of Durham, beg leave to submit the following estimate as a fair and reasonable value of said properties:

West End School Lot .....	\$ 1,500.00
Dowd Street School Lot .....	3,500.00
North Durham School Lot .....	9,000.00
Fuller School Lot .....	22,500.00
Morehead School Lot .....	16,300.00
Edgemont School Lot .....	12,500.00
Watts Street School Lot .....	46,600.00
Morris Street High School Lot .....	65,000.00
	<u>\$176,900.00</u>

Respectfully submitted,

P. T. ELLIOTT,  
J. J. LAWSON,  
J. M. M. GREGORY.

OLD BUILDINGS

Architect's statement of present value of School Buildings in the City of Durham, N. C. Figured from prevailing prices as near as could be obtained by John D. Briggs, E-A, Raleigh, N. C.

# DURHAM CITY SCHOOLS

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High School Building, Morris Street .....	\$ 74,403.27
Morehead School .....	106,640.67
Fuller School .....	52,062.50
Edgemont School .....	77,569.38
North Durham School .....	20,540.00
Watts Street School .....	52,062.50
West End School .....	10,800.00
East End School .....	11,150.00
	<hr/>
	\$405,228.32

## EXHIBIT B

### STATEMENT OF TOTAL RECEIPTS AND DISBURSEMENTS July 1, 1922 to June 15, 1923

#### RECEIPTS

Balance in Treasurer's hands on June 30, 1922 ..\$	33,609.65
All other sources (Exhibit C) .....	601,945.95
	<hr/>
	\$635,555.60

#### EXPENDITURES

Operating Expenses (Exhibit D) (less \$20,916.67 estimated from June 15th to 30th) .....	\$280,552.59
Redemption of Short Term Loans .....	45,000.00
Refunds of Tuition and Taxes .....	8,655.35
Building Operations (June 30, 1922 to June 15, 1923) .....	298,714.95
Balance in Treasurer's hands .....	2,632.71
	<hr/>
	\$635,555.60

## EXHIBIT C

#### RECEIPTS

### Up to and Including June 15, 1923

Book Fund—Part Business Manager's Salary .....	\$ 300.00
Refund Salary Account .....	75.00
Superintendent's office—Sale of Supplies .....	65.85
Superintendent's office—Refund Other Expense .....	150.00
Principal's office—Sale of Supplies .....	27.50
Teacher Training—Refund .....	13.79
Salaries of Teachers—Refund .....	72.50
Sale of Supplies used in Instruction .....	65.16
Wages of Janitors—Refund .....	29.00
Sale of Coal .....	956.29
Light and Power—Refund .....	5.61



Sale of Janitors Supplies .....	6.75
School Bond Fund .....	204,390.49
Sale of Barn .....	740.00
Refund of Freight on Furniture .....	196.18
Refund of Freight on Instructional Apparatus .....	33.62
Sale of Blackboard .....	7.20
Refund of Donation to Tuberculosis Clinic .....	40.00
City Taxes—1921-1922 .....	5,570.44
City Taxes—1922-1923 .....	94,617.92
Public Education Association .....	1,200.00
Interest Received	
On Operation Fund .....	875.32
Bond Fund in hands of School Board .....	300.00
County Taxes—1921-1922 .....	12,220.51
County Taxes—1922-1923 .....	165,000.00
Tuition .....	2,516.56
Fines, Forfeitures, etc. ....	10,369.32
Miscellaneous Receipts .....	684.04
Short Term Loans .....	97,000.00
Vocational Educational Fund .....	4,416.90

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\$601,945.95

REMARKS—This statement includes receipts up to and including June 15, 1923. No attempt was made to estimate what receipts would come in during the balance of the month.

## EXHIBIT D

DETAILED STATEMENT OF EXPENDITURES OF THE  
BOARD OF EDUCATION

Report for the Year Ending June 30, 1923

<i>General Control</i>	<i>Budget</i>	
	<i>Appropriations</i>	<i>Expenditures</i>
City Treasurer—salary .....	\$ 300.00	\$ 300.00
Board of ed. and secy's office—supplies .....	5.00	
Accounting .....	500.00	332.00
Other expenses of business control .....	140.00	18.40
Superintendent's office—salaries:		
Business Manager .....	3,300.00	3,300.00
Clerk and stenographic help .....	1,200.00	1,433.27
Superintendent's office—supplies .....	500.00	529.31
Superintendent's office—other expenses .....	260.00	581.41
Compulsory education—salaries .....	1,500.00	1,500.00
Compulsory education—other expenses .....	58.61	

# DURHAM CITY SCHOOLS

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Operation of automobile (Durant) .....	300.00	434.13
Other expense of education control .....	25.00	251.60

Total for general control .....	\$ 8,088.61	\$ 8,680.12
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## *Instructional Service*

Supervisors—salaries .....	\$ 10,600.00	\$ 12,608.16
Principal's office—salary of principals .....	17,625.04	17,284.59
Principal's office—salary of clerk .....	1,080.00	1,088.10
Principal's offices—supplies .....	120.00	967.59
Principal's offices—other expenses .....		225.05
Teacher Training .....	500.00	710.00
Operation of auto between N. Durham and Watts St. ....	250.00	148.11
Other expenses of supervision .....		389.40
Salaries of teachers .....	206,079.96	200,333.00
Text-books .....		62.64
Supplies used in instruction .....	8,925.00	7,160.29
Commencement exercises and exhibits .....		462.43
Salary of Superintendent .....	5,000.00	5,000.00
Other expense of instruction .....		177.16

Total for instructional service .....	\$250,180.00	\$246,549.56
---------------------------------------	--------------	--------------

## *Operation of Plant*

Wages of janitor and other employees .....	\$ 9,000.00	\$ 9,134.06
Fuel .....	4,267.00	6,043.62
Water .....	1,618.56	2,036.83
Light and power .....	1,312.80	1,136.94
Janitor's supplies .....	2,500.00	3,121.31
General care of grounds .....	200.00	69.90
Other expense of operation .....	50.00	306.50

Total for operation of plant .....	\$ 18,948.36	\$ 21,849.16
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## *Maintenance of Plant*

Upkeep of grounds (repairs) .....	\$ 300.00	\$ 100.91
Repair of buildings .....	1,756.92	2,897.43
Repair and replacement of heating, lighting and plumbing equipment .....	682.40	1,360.55
Repair and replacement of apparatus used in instruction .....	200.00	126.48
Repair and replacement of furniture .....	434.10	120.64
Repair and replacement of other equipment ..		92.95

Janitor's wages, three months—		
repair work .....	2,700.00	1,615.06
Superintendent of buildings and grounds ....	750.00	750.00
Other expense of maintenance .....		24.88
	<hr/>	<hr/>
Total expense of maintenance of plant .....	\$ 6,823.42	\$ 7,088.90

*Fixed Charges*

Rents—Superintendent's office .....	\$ 260.00	\$ 210.00
Insurance .....	1,097.20	1,629.94
	<hr/>	<hr/>
Total fixed charges .....	\$ 1,357.20	\$ 1,839.94

*Debt Service*

Payment of interest—on short term loans ...	\$ 1,000.00	\$ 1,330.00
	<hr/>	<hr/>
Total expense of debt service .....	\$ 1,000.00	\$ 1,330.00

*Capital Outlay*

Street improvement .....	\$	\$ 2,029.51
Alteration of old building (not repairs) .....	2,729.27	2,757.25
Equipment old buildings—heat, lighting, plumbing and electricity .....		145.18
Equipment of old buildings—furniture .....		1,274.08
Equipment old buildings—instructional apparatus .....		1,490.40
Equipment of old buildings— other equipment .....	280.74	53.87
Other capital outlay:		
Improvement to old grounds .....	742.40	742.40
Two automobiles .....	1,800.00	1,788.34
	<hr/>	<hr/>
Total capital outlay .....	\$ 5,552.41	\$ 10,281.03

*Auxiliary Agencies*

Libraries—books, repairs and replacements...	\$ 500.00	\$ 1,298.82
Libraries—other expense .....	50.00	13.24
Health service—medical inspection of teachers .....		290.00
Health service—nurse .....	1,700.00	1,700.00
Health service—dental service .....	300.00	150.00
Health service—supplies .....		60.75



Operation of nurse's automobile .....	300.00	337.74
Community lectures and social centers .....	100.00	
Recreation .....	100.00	
	<hr/>	<hr/>
Total expense of auxiliary agencies .....	\$ 3,050.00	\$ 3,850.55
	<hr/>	<hr/>
Totals .....	\$295,000.00	\$301,469.26

REMARKS—This statement shows a deficit of \$6,469.26 of expenditures over budget appropriation, but subtracting from this amount \$4,011.75, inventories of fuel, supplies, and statement of advances as found on the statement of Assets and Liabilities, leaves a net deficit of \$2,457.51 on the budget. Most of this amount is in the capital outlay account. The item of Debt Service shows a deficit of \$330.00. However, \$875.32 was received in interest on Operation Fund, as is shown under the statement of Receipts. No income from this source was contemplated in the budget. Expenditures from June 15th to June 30th were *estimated*, as this statement was prepared on June 15, 1923.

## EXHIBIT E

## STATEMENT OF BUILDING FUND

June 30, 1923

## RECEIPTS

Bond Fund .....	\$664,890.49	
Insurance (Whitted School) .....	17,975.89	
	<hr/>	
Total Receipts .....		\$682,866.38

## EXPENDITURES

Payment of Notes .....	\$ 27,000.00	
Land .....	96,889.83	
Improvement to Grounds .....	20,917.96	
Buildings .....	515,077.71	
Equipment .....	65,606.18	
	<hr/>	
Total Expenditures .....		\$725,491.68
Deficit .....		42,625.30

REMARKS—The amount of expenditures from June 15 to June 30, 1923 was estimated.

## EXHIBIT F

## COMPARATIVE STATEMENT OF BUILDING FUND

Appropriation With Expenditure, June 30, 1923

	<i>Appropriation</i>	<i>Expenditure</i>
Notes .....	\$ 27,500.00	\$ 27,000.00
High School Grounds .....	90,000.00	82,500.00
Grading—High School Grounds .....	10,000.00	20,917.96
Watts Street School Playgrounds .....		14,389.83
Buildings:		
High School .....	330,000.00	337,141.42
Hillside Park School .....	125,000.00	149,766.58
Hillside Park School Annex .....		4,570.89
Janitors House, Hillside Park School .....		1,533.76
Edgemont School .....	27,500.00	22,065.06
Equipment:	40,000.00	
High School .....		46,468.04
Hillside Park School .....		6,743.25
Edgemont School .....		8,040.96
Other Buildings .....		4,353.93
Total Bond Issue .....	\$650,000.00	
Premiums and Interest less expense		
of issuance .....	\$ 14,890.49	
Insurance (Whitted School) .....	17,975.89	
Deficit .....	42,625.30	
	<hr/>	<hr/>
	\$725,491.68	\$725,491.68

REMARKS—The item of grading shows an expenditure of \$20,917.96. Of this amount approximately \$10,917.96 was spent for rough grading of the new High School Grounds. An additional \$10,000.00 was applied toward the development of an athletic field, and the construction of necessary roadways and drainage. Under an agreement between the Board of Education and the City of Durham, incident to the sale of the old Morris Street High School, this \$10,000.00 is to be refunded the Board by the City, and the work of completing the development of the grounds is to be done by the City. The items of expense from June 15th, 1923 to June 30, 1923 were estimated.

## BUDGET

BOARD OF EDUCATION OF THE CITY OF DURHAM  
1923-1924

## BUDGET TOTALS

## Board of Education of the City of Durham—1923-1924

## EXPENSE

General control .....	\$ 9,000.00
Instructional service .....	243,343.00
Operation of school plant .....	22,730.00
Maintenance of plant .....	4,954.50
Fixed charges .....	780.27
Interest on short term loans .....	2,500.00
Auxiliary agencies .....	3,300.00
<hr/>	
Total operating expenses .....	\$286,607.77
Capital outlay .....	25,327.00
<hr/>	
Grand total .....	\$311,934.77

## INCOME

Six months salary fund (county) .....	\$134,879.99
Operating equipment fund (county)... (Based on number pupils enrolled, 5473 at \$13.92) .....	76,184.16
Vocational fund .....	2,000.00
Tuition (based on applications) .....	4,246.00
National Committee on Visiting Teachers .....	1,600.00
City taxes .....	93,024.62
<hr/>	
Grand total .....	\$311,934.77

## DETAILED STATEMENT OF EXPENSE

## Board of Education of the City of Durham—1923-1924

## 1. ADMINISTRATION

Accounting (4 Audits and Reports) .....	\$ 500.00
Superintendent's Office:	
Business Office	
Salaries .....	5,000.00
Business Manager .....	\$ 3,300.00
Clerk .....	1,500.00
Stenographic Help .....	200.00
Supplies .....	500.00



Telephones, Telegrams, etc. ....	250.00
Operation and Maintenance of Automobile (Durant) .....	300.00
Other expense of business control .....	200.00
Compulsary Education—Salaries .....	1,500.00
Supplies .....	50.00
City Treasurer—Salary .....	300.00
Traveling expenses—Superintendent .....	400.00
	<hr/>
	\$ 9,000.00

## 2. INSTRUCTIONAL SERVICE

*(a) Teacher' Salaries*

Superintendent .....	\$ 5,000.00
Supervisors .....	8,900.00
High School .....	80,600.00
Morehead School .....	22,840.00
Fuller School .....	21,850.00
N. Durham and Watts Street .....	19,780.00
Edgemont .....	30,400.00
Hillside Park .....	28,290.00
East End .....	7,745.00
West End .....	6,785.00
Teacher Training .....	500.00
Substitute Teachers .....	500.00
Night School, High School .....	900.00
Night School, Elementary .....	2,000.00

*(b) Instructional Supplies and Agencies*

Commencement Expense—White and Colored .....	\$ 350.00
Clerk, High School Principal's Office .....	1,200.00
Instructional Supplies( Detailed schedule attached) .....	5,703.00
	<hr/>
Total Instrumental Service .....	\$243,343.00

## 3. OPERATION OF PLANT

Wages of Janitors and Other Employees .....	\$ 9,750.00
Fuel .....	6,160.00
Light and Power .....	1,540.00
Water .....	2,530.00
Janitors' Supplies .....	2,500.00
General Care of Grounds .....	250.00
	<hr/>
	\$ 22,730.00

# DURHAM CITY SCHOOLS

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## 4. MAINTENANCE OF PLANT

Upkeep of Grounds .....	\$ 300.00
Repair of Buildings .....	3,499.50
Repair of Heat, Light, and Plumbing Equipment .....	560.00
Repair of Apparatus Used in Instruction .....	250.00
Repair of Furniture .....	345.00
	<hr/>
	\$ 4,954.50

## 5. FIXED CHARGES

### Insurance—Outside of Schedule

Fire, theft and accident insurance on three automobiles, cyclone insurance on wooden structures, boiler insurance and Business Manager's Bond .....	\$ 780.00
---	-----------

## 6. DEBT SERVICE

Payment of Interest on Short Term Loans .....	\$ 2,500.00
---	-------------

## 7. AUXILIARY AGENCIES

Library—Books and Repairs .....	\$ 500.00
Dental Service .....	300.00
Operation and Maintenance of Nurse's Automobile .....	250.00
Operation and Maintenance of Watts Street and North Durham Auto .....	250.00
Community Lectures and Social Centers .....	100.00
Nurse .....	1,900.00
	<hr/>
	\$ 3,300.00

## 8. CAPITAL OUTLAY

Street Improvement	
10% on \$26,000.00 .....	\$ 2,600.00
6% Interest .....	1,560.00
Installing 25 ft. of permanent blackboard in new High School in all rooms not now provided .....	870.00
Opaque shades for auditorium and two class rooms, H. S. ....	82.00
Hot water system for cafeteria .....	540.00
Stone Balustrade at new High School entrance .....	450.00
Piano for new High School auditorium .....	600.00
Painting inside walls in ten rooms, new High School .....	1,500.00
Urinal in Boys' Toilet at North Durham School .....	300.00
150 Auditorium Chairs at West End School .....	450.00
Grading of lot, Hillside Park School .....	500.00
Concrete Areaways .....	350.00
Concrete Walkways .....	525.00
Construction Deficit .....	15,000.00
	<hr/>
	\$ 25,327.00

## SUPPLIES USED IN INSTRUCTION

Art Department .....	\$ 1,000.00
Manual Arts .....	923.00
Domestic Science, White .....	500.00
Domestic Science, Colored .....	225.00
Sewing, White .....	125.00
Sewing, Colored .....	50.00
Chalk and Erasers .....	180.00
Testing Material .....	400.00
Practice Paper .....	100.00
Stationery and Printing .....	400.00
Replacement of Books—Libraries .....	250.00
Books—Libraries .....	500.00
Maps .....	100.00
Films .....	250.00
Slides .....	100.00
Music .....	600.00
	<hr/>
	\$ 5,703.00









*This book must not  
be taken from the  
Library building.*

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